

**Reviewed: August 2017**

## **Physical Education Policy**

### **AIMS & OBJECTIVES**

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination
- to encourage children to work and play with others in a range of group situations
- to develop the way children perform skills and apply rules and conventions for different activities
- to increase children's ability to use what they have learnt to improve the quality and control of their performance
- to teach children to recognise and describe how their bodies feel during exercise
- to develop the children's enjoyment of physical activity through creativity and imagination
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success

### **Teaching and learning style**

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump

- grouping children by ability and setting different tasks for each group, e.g. different games
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment

## **PE curriculum planning**

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. Activities are carefully selected according to the needs of the children and are chosen to be thoroughly positive and engaging learning experiences.

Our medium-term plans give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

Short term plans list the specific learning objectives for each lesson and give details of how the lessons are to be taught.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

## **Contribution of PE to teaching in other curriculum areas**

**English** - PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

**Information and communication technology (ICT)** - We use ICT to support PE teaching when appropriate. Children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

**Personal, social and health education (PSHE) and citizenship** - PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

**Teaching PE to children with special educational needs** - At the PRU, we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Any progress falling significantly out of the expected range will lead to the creation of an intervention plan. The plan may include, as appropriate, specific targets relating to PE or details of support required.

## **Assessment and recording**

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. They record the information in their assessment files and use the information to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's report to parents and mainstream school.

## **Resources**

There is currently an adequate supply of equipment available for use both in school and at Morpeth Riverside Sports Centre. This is replaced and added to on a rolling programme.

## **Health and safety**

The general teaching requirement for health and safety considerations applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area and to be wearing no jewellery.

As lessons take place off-site, a risk assessment is carried out for each pupil to ensure their safety travelling to and from PE and during the lesson. All staff driving the minibus have a MIDAS certificate.

A qualified first-aider and appropriate kit are always available for PE lessons.

## **Monitoring and review**

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

## **Extra-curricular activities**

The school provides an opportunity for a range of PE-related activities including netball, football, rugby and dance for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school also plays regular fixtures against other local schools and participates in area knockout competitions. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

## **SMSC**

### **Spiritual Development in PE**

During PE sessions students develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. Students are consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their experiences.

### **Moral Development in PE**

PE in general teaches students about code of conduct, etiquette, handshake before and after matches, applauding the opposition, fair play, unwritten rules and sportsmanship. In every lesson

students abide by the rules and regulations, gaining a good understanding of rules of sport and the importance of infringements such as penalties and red cards allow students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives.

The concepts of self-discipline to excel are essential. Students are taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself.

### **Social Development in PE**

Students in PE use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds. The willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.

### **Cultural Development in PE**

The PE department encourages a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

\_\_\_\_\_ **Chair**

\_\_\_\_\_ **Date**